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ABSTRACT

Issues relevant to the formation and implementation of clearly defined and enforceable discipline policies to maintain a secure school environment are discussed in this paper. One area of tension exists between the development of stricter discipline policies for student standards of conduct and students' constitutional rights. Conclusions are that discipline policies require school/parent cooperation, explicit standards, and cooperation between all educational stakeholders. Seven broad goals proposed by the National School Safety Center are briefly outlined. Included are examples of one school's guidelines for drug testing, identification of at-risk students, discipline policy, dress code, and athletic training rules. (LMI)

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Real School Safety Depends Upon Safe-Oriented Discipline Policies

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Real School Safety Depends Upon Safe-Oriented Discipline Policies

Some schools, these days, freely admit "being on the run" with rampant drug related problems, gangs, disruption, chronic truancy, and the teaching/learning agenda subverted because both students and school staff are overwhelmed with crisis. They are running scared. Other schools are noticing telltale symptoms of these problems which they fear insidiously will creep into their own school and classrooms. Several pioneer schools are seeking an appropriate and effective response. Student and teacher hostage situations, gun wielding invaders, drug trafficking with beeper contacts interrupting classes and the like have transformed the quiet decorum of school life into: hostage drills, security lock downs, metal detector entry procedures, and uniformed security replacing the student hall guards of yesterday. Drugs, violence, and weapons don't have a place in the school house. Adopting discipline policies which sends this message is an important first step in creating a safe school environment for learning and teaching.

School administrators and school boards are faced with writing policies that help sustain the kind of safe environment where learning and teaching are protected from new and challenging interferences. Administators supply students and parents with clear and explicit guidelines for rights and responsibilities in forming standards of conduct which everyone understands and hopefully follows. Those responsible for enforcing the policies are dependent upon these guidelines to help them both prevent and intervene appropriately. As school boards wrestle with adopting revised discipline policies, some schools may encounter some resistance, if not full scale protest over what some students and indignant parents call, "student bullying and infringements of constitutional rights."

Instituting "get tough" policies which authorize searches, sanction drug testing, and authorize enforced dress codes to prohibit gang or satanistic paraphernalia,

are grist for those fighting battles against invasion of personal freedom. An apparent tension exists in maintaining an atmosphere of mutual trust and interpersonal relationships which avoids the use of power and authority while addressing obvious societal changes which spill over into life in schools. Stories of baseball bat carrying principals, strip searches, random blood and urine testing programs, drug sniffing dogs, locker searches, and metal detectors to find weapons are dramatic realities that fuel emotional responses from parents and students. It appears prudent for school boards and school officials to engage in the policy development process before crisis management becomes necessary as a preferred option to reacting to telltale misconduct and disobedience that threatens the educational process.

Case Study - New Policy Draws Criticism and Praise

A Chicago Tribune front page story, September 17, 1989, read, "Two schools may search kids for drugs." The article began, "Metal detectors and sniffer dogs may be used to screen students at two west suburban high schools as part of a proposal policy aimed at drug abuse in the district."

Despite large scale involvement of students, parent groups and school staff, a full scale media event occurred as the Board of Education of DuPage High School District 88 in suburban western Chicago experienced a suprisingly dramatic response to the new updated policy. One parent extremely critical of the policy lashed out at the proposal in a public hearing prior to adoption:

> "You people in the district are trying to see how far you can go with constitutional rights,--you don't touch my kids. If you got a problem with my kids, call the police."

When asked to comment on the policy by the media, Robert Rubel, executive director of the National Alliance for Safe Schools, a federally funded crime

prevention agency for schools branded the policy as, "Student bashing, pretty extreme,--beating up on students." He further stated, "The policy signals that the adults in the school have given up on being able to communicate norms and standards and have turned to an enforcement and control point of view." The majority of parents and students appear to approve of the policy.

Over recent years, many schools have engaged in wide scale prevention and intervention efforts to address numerous interfering disruptions from the school's mission. State and federal government sponsored programs have targeted time, energy, and talent toward supporting school practitioners trying desperately to respond effectively to public demands for increased school productivity. Meeting the challenge of stemming the rising tide of mediocrity in a "Nation at Risk" has been enthusiastically accepted by local communities and schools, coast to coast. Leadership has been emerging from many sources in creating programs, policies and people to shore up the weak social environment and declining academic progress.

School/Parent Dialogue--Essential Teamwork Effort

New safe school initiatives, call forth increased parent/school partnerships in working cooperatively to promote social development and student success at all grades and levels. In a family, mutual support of both parents enhances stability and consistency of child discipline and development. School staff working with parents can benefit from that same respect, understanding, and mutual support. In raising children, each spouse does not always agree with the disciplinary actions of the other. Each must carefully avoid the destructive effect of inconsistent discipling and countermanding the directives of the other. Ideally, advance communication in the home among parents and children minimizes conflict or misunderstanding. In large schools, acting "in loco parentis," as the law provides, for a diverse population is no easy task. The bottom line is

to continuously work together to find the best way to respond to local issues, concerns, problems, and expectations of the school staff, students, and parents. As students grow and develop, they need appropriate structure and guidance. They also need to know that adults support and encourage them. It has always been difficult to do both harmoniously.

Clear Vision—Requires Clear Standards

The school staff and parents can develop a dynamic, living discipline document which reveals the true motives involved, that is, providing a safe and supportive educational environment. This is accomplished school by school, class by class. The National School Safety Center, in conjunction with a large number of curriculum developers and policy makers, is currently undertaking making explicit instructional and classroom standards to guide the establishment of safe schools and classrooms.

Among the proposed basic broad goals being discussed includes implementing:

+ Explicit development of self-responsibility
+ Promoting positive self-concept and self-esteem
+ Establishing positive peer pressure
+ Collaboration of family, school and students in promoting success for all children
+ Responding to interfering problems to students, emotional, psychological, social and intellectual problems.
+ Coherent and comprehensive age-specific curriculum to focus on values, morality, citizenship and social consciousness.
+ Networking of support service personnel such as: counselors, health and social workers, psychologists, juvenile justice and law enforcement staff to support the monitoring, evaluation and subsequent adjustment of school environment.

Misunderstood Agendas: Source of Conflict That Must Be Resolved

Teachers and school administrators constantly decry their maligned roles they are forced to play as: "parents, policemen, social workers, counselors" and the like. Teacher preparation rarely helps teachers become aware of, or develop proficiency in playing these ancillary roles that distract them from helping kids learn.

People, policies and practices must each do their part in supporting a safe environment for teaching and learning. Ideally, this is best done in the absence of power or coercion, punishment, harsh consequences, or unnecessary restrictions upon individual freedom. Local municipalities and legislators pass laws, and establish ordinances to promote the general welfare and establish the common good. School leaders also engage in a similar process to create a safe school environment. Policies are the quintessential foundation and structure to promote the nurturing of every child's development. These socialy mature children become the future of our society and culture. Today's emergent troublesome problems will not go away by denying their existence for others or ourselves. Our students are counting on adults to work it out. There's little time to waste. Barbara Doll, one of the parents who participated in the development of the policy stated, "The school is a microcosm of society,--we need something in place, but I hope we never have to use it."

Donald R. Grossnickle and Donald J. Layne are administrators at Addison Trail High School, DuPage High School District 88, 213 N. Lombard Road, Addison, 60101 (312/708) 628-3300

STAFF DEVELOPMENT COMMITTEE:

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Mr. D. Layne
Mr. R. Naviaux
Mr. F. Pigott
Miss P. Takir

GlenOaks Medical Center
DRUG of ABUSE TESTING

PARTICIPANT INFORMATION — PLEASE PRINT

PARTICIPANT NAME (LAST)	(FIRST)	(INITIAL)

BIRTHDATE	AGE	SEX	TELEPHONE NO. AREA CODE( )

PARTICIPANTS #

COLLECTION DATE TIME ☐ AM ☐ PM

INDICATE CURRENT MEDICATIONS (PRESCRIPTION AND/OR NON-PRESCRIPTION)

CHAIN OF CUSTODY

To be completed by the person collecting the sample(s):
I verify that the specimen was drawn/collected, labeled, sealed and placed into a tamper evident bag. I have signed the original chain of custody form; the form is being placed in the tamper-evident bag, and the bag is being closed with the tamper-evident seal.

Name (please print)

Signature Date and Time

To be completed by the participant:
I verify that the specimen was drawn/collected, labeled, sealed and placed into a tamper evident bag. I have signed the original chain of custody form; the form is being placed in the tamper-evident bag, and the bag is being closed with the tamper-evident seal.

Participant's Initials

To be completed by the laboratory:
I verify the integrity of the bag, seals, and specimen:

Name (please print)

Signature Date and Time

Name (please print)

Signature Date and Time

TESTS

- ☐ DRUG of ABUSE PANEL
- ☐ ALCOHOL (Blood)
- ☐ ALCOHOL (Urine)
- ☐ AMPHETAMINE
- ☐ BARBITURATES
- ☐ CANNABINOIDS (THC)
- ☐ COCAINE
- ☐ OPIATES
- ☐ PHENCYCLINDINE
- ☐ PROPOXYPHENE

Temperature of Urine_____
Specific gravity_____
pH_____

ADDITIONAL TEST(S):_____

_____

_____

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IDENTIFYING BEHAVIORS FOR AT RISK STUDENTS

I. School Conduct:

1. Disruptive in class
2. Inattentive - lack of concentration
3. Lack of motivation
4. Sleeping in class
5. Failing memory
6. Extreme negativism
7. Truancy
8. Frequent tardiness
9. Defiance, breaking rules
10. Cheating
11. Fighting
12. Verbal abuse
13. Obscene language or gestures
14. Sudden outbursts of temper
15. Vandalism
16. Frequent requests to visit nurse, counselor, dean, bathroom
17. Hyperactivity, nervousness
18. Dramatic attention-getting
19. Constantly in wrong area of building
20. Rigidly obedient
21. Bizarre, uncontrolled behavior
22. Other (specify)

II. Physical Symptoms:

1. Staggering or stumbling
2. Smells of alcohol/drugs
3. Vomiting, nausea
4. Glassy, bloodshot eyes, dark glasses
5. Slurred speech
6. Change in appearance, weight, personal cleanliness
7. Unusual or suspicious personal injuries
8. White, pasty, pale skin
9. Dilated pupils
10. Pin-point pupils
11. Excessive sniffling
12. Other (specify)

III. School Activities:

1. Athletic code violation
2. Loss of eligibility
3. Quit team/activity
4. Unusual or suspicious physical injuries
5. Other (specify)

IV. Academic Performance:

1. Declining grades
2. Declining quality of work
3. Incomplete work
4. Decrease in thinking and problem solving ability
5. Difficulty in accepting mistakes
6. Other (specify)

V. Social Behaviors:

1. Attitudinal change - feelings of inadequacy/inferiority
2. Negative change of friends, peers
3. Older social group
4. Sudden, unexpected popularity
5. Wide mood swings
6. Seeks constant adult contact/advice
7. Public intimacy, sexual looseness
8. Unrealistic goals, expectations
9. Negative changes in personal values or appearance
10. Inappropriate responses
11. Depressed
12. Defensive
13. Withdrawing from others; becoming a loner
14. Other students express concern or tease about being high
15. Persistent daydreaming
16. Struggles for perfection
17. Silliness, gigling, giddiness
18. Lying, obvious and provable
19. Excessive loud talking
20. Talks about winning drinking contests or about using intoxicant
21. Talks about memory lapse during parties
22. Other (specify)

VI. Chemically Related Behaviors:

1. Selling, delivering
2. Possession
3. Possession of paraphenalia
4. Wearing intoxicant-related apparel
5. Using intoxicants
6. Associates with known users
7. Presence of intoxicant or "hard rock" graffitti
8. Other (specify)

DISCIPLINE POLICY

1.01 Statement of Purpose

The Board of Education has, as its principal mission, the provision of an educational experience of maximum quality for all students enrolled.

Consistent with this mission, the Board of Education determines that such educational experience is significantly threatened by activities which may tend to injure, or which threaten to injure, students or members of the educational community. Such activities are specified herein.

While a function of schools in a democratic society is to foster adherence to constitutional rights, the Board of Education believes such adherence to constitutional rights of all students must be constantly measured in relationship with avoidance of the possibility of threats to the common good of all students.

In pursuit of such purpose, the Board of Education declares that certain activities and conduct are inherently detrimental to the attainment of maximized educational experiences.

1.02 Prohibited Activities

The disciplinary rules and infractions (together with a range of punishments to be expected) are set forth in the campus student handbooks which are adopted as Board of Education policy as set forth herein (Appendices A & B).

1.03 Procedures of Implementation of Policy

In order to implement the provisions of this policy, the Board of Education authorizes its administrators (usually the Principal or designee) to exercise the following powers to:

1.03(a) Search all places of storage, including but not limited to desks, all lockers, and other places within the ownership and control of the District;

1.03(b) Except as limited elsewhere, search all possessions of a student, including but not limited to the person or the extension of the person, such as, without limitation, vehicles, book bags, briefcases and articles of transport, pockets, purses and articles of clothing of the student.

1.03(c) The administrators conducting such searches outlined above may include the use of devices including but not limited to search dogs, magnetometers, scanning, video or audio equipment (whether concealed or not), and the like.

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1.04 Conditions Preceding Searches

1.04(a) The searches outlined above shall be conducted in the reasonable judgment of the administration, provided that an administrator or other employee or agent of our Board of Education has reasonable cause to believe that the student has committed or intends to commit a violation of the discipline policy or a prohibited activity as specified in Section 1.02 herein. Such reasonable cause shall include, without limitation:

1.04(a) (1) eye witness testimony of another person; or

1.04(a) (2) reasonably reliable information obtained by an informant;

1.04(a) (3) individualized suspicion possessed by an employee of the District which suspicion is based upon reasonable belief and/or reliable evidence.

1.04(b) Where practical, and when not involving property owned by the School District, an employee of the School District should request permission for such search. For property owned by the School District, or within the control of the School District, no such permission shall be required as the Board of Education finds and declares that a student shall have no expectation of privacy in such property or premises.

1.04(c) In the event a School District employee has reasonable belief to request a search of a student, such search shall be limited to the unrolling of cuffs and sleeves, the emptying of pockets and purses, and the removal of jacket-type garments, shoes, and socks. Parents will be notified by a School District employee that a search has occurred. If a student refuses a request for a search under the conditions outlined above, the matter will immediately be referred to law enforcement officials and parents will be notified.

1.04(d) In the event a School District employee believes more detailed searches are necessary to enforce the provisions of this policy, the School District shall contact the parent and refer the matter to law enforcement officials and shall not participate in any further consequential searches.

1.04(e) "Reasonable belief" shall mean that an ordinary administrator or School District employee has reason to believe that a prohibited activity and/or infraction has or may be committed.

DISCIPLINE POLICY (continued)

1.05 Entry Searches

1.05(a) District may utilize a magnetometer at school entrances and/or conduct manual searches of parcels carried into school only where a violent act with a deadly weapon has occurred recently on school property or information that violence with a deadly weapon may occur on school property has been received.

1.05(b) Entry searches will be limited in scope to finding deadly weapons, however, if other contraband is found in plain sight of the entry search, both weapons and other contraband will be confiscated and violator will be turned over to school officials for discipline.

1.05(c) If entry searches are used, district must provide a secure "check" area that will allow students to leave belongings prior to entry into school. Belongings "checked in" before entrance into school will not be subjected to a search unless school officials have reasonable cause to believe that "checked in" belongings contain evidence that a violation of a school regulation has occurred. Students will not be allowed access to belongings that have been "checked in" until just prior to the students' departure from the school building.

1.05(d) If a student refuses to submit to an entry search, student will not be allowed to enter school building and be sent home. If student rides a school bus to school, parent or guardian will be notified and asked to pick up student from school. At no time will student be physically forced or coerced into submitting to entry search. School days or periods missed by student due to a refusal to submit to entry search will be counted as an unexcused absence for which student will be responsible.

1.05(e) Parents and students will be notified of the purpose and procedure of entry searches prior to the district initiating the entry search process. Notification will be made through the Parent-Student Handbook and/or through the media and/or by announcements during classes. Students will be informed of their right to refuse to submit to an entry search and the penalties facing them for an unexcused absence.

1.06 Use of Urinalysis, Breathalizer, Blood, Lie Detector and Other Tests

A. Such tests may only be given by the district where:

1. the School District already has sufficient evidence to discipline student for particular violation, and is only using such tests to strengthen the case against the student; tests are not to be used as sole evidence of violation.

2. the student shall be made aware of all evidence against him/her.

3. the student and student's parents or guardian consent to the tests.

B. Results of tests must be kept confidential, except in disciplinary proceedings, and except as provided herein.

C. The student shall be given privacy when being administered urine sample tests, "privacy" being defined as leading a student (by an administrator of the same sex) to a washroom where the student may be required to produce a sample behind closed doors, with a "pat-down" search in advance to determine if a pre-drawn sample is in the student's possession, that tincture water is only available, and that the conduct of the production of the sample is reasonably private.

1.07 Urinalysis Testing of Students

Having reasonable cause, the district may require students participating in any school-sanctioned activities to submit to a urinalysis test to detect drugs, alcohol or steriod use.

If a student refuses to submit to the urinalysis test, the administration has the right to suspend the student from the school-sponsored activity.

1.08 Use of Results of Searches

In any event that a search authorized by this Policy results in the discovery of a contraband or illegal substance, firearm, ammunition or incendiary device, or any other thing which would lead a reasonable person to believe it could cause serious injury or harm to the property or person of another, such item and the evidence associated with its discovery, ownership and use shall be transmitted to applicable law enforcement authorities and notice of the same shall be transmitted to the student and his/her parent(s) or legal guardian.

DISCIPLINE POLICY (continued)

1.09 Procedural Challenge to Policy

1.09 (a) Any person who alleges that this Policy has been wrongfully applied, or has resulted in the unfair and/or inequitable treatment of a student may submit such allegation, in writing, within ten (10) calendar days of the event giving rise to the allegation.

1.09 (b) Procedures:

1. The allegation shall be submitted to the counselor in writing.
2. Within five school days of the filing of an allegation, the counselor will schedule a review conference with the student and/or parent to be held within ten school days of the receipt of the allegation at which time the counselor will render his opinion to the student and/or parent.
3. If there is an appeal, it shall be submitted in writing to the Assistant Principal for Operations within two school days after the counselor review conference.
4. The Assistant Principal for Operations shall schedule an appeal conference with the grievant within five school days of the receipt of the appeal form. The conference will be held within ten school days of the receipt of the appeal form. The Assistant Principal for Operations shall render an opinion within five school days of the appeal conference.
5. If there is a further appeal, written application shall be made to the Principal within two school days of receipt of the Assistant Principal's opinion.
6. The second appeal conference shall be held within five school days of receipt of the appeal form. The Principal shall render a decision on the appeal within five school days of the second appeal conference.
7. The decision reached by the Principal may be appealed to the Superintendent in writing within five school days of receipt of the Principal's decision. The Superintendent will schedule an appeal conference within five school days of the receipt of the written appeal. The conference will be held within ten school days of the receipt of the appeal and the Superintendent shall render his decision on the appeal within five school days of the appeal conference.

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STUDENT APPEARANCE(DRESS CODE)

The primary purpose of the school is education and matters of personal dress and grooming must be appropriate to the situation. Thus, the responsibility for implementing the rules and regulations which the Board of Education expects every student to observe is delegated to the principal who has the authority to make discretionary judgements regarding the appropriateness of student dress, and to take corrective and/or disciplinary action as necessary.

Students shall wear appropriate clothing and footwear and groom themselves for school in a manner which does not offend the rules of decency or reflect negatively on or detract from any phase of the educational program. Requirements of certain areas of the school program may necessitate further restrictions of dress and grooming. The following is a list of apparel that may not be worn at Addison Trail.

1. Shorts*
2. Inappropriate garments (i.e. see-through, tight, excessively short.)
3. Extremes in hairstyles or make-up.
4. Hats
5. Clothing which could be construed as depicting or promoting the illegal, the immoral, or the obscene, specifically items which depict or refer to alcohol, drugs, gangs, or obscenities.

*Appropriate shorts may be worn during the months of May and September.

STUDENT BEHAVIOR REGULATIONS

The Board of Education believes that every student who has a sincere desire to remain in school, to be diligent in study, and to profit by the educational experiences offered, will be given success. Student behavior cannot be disruptive to the educational process or infringe upon the rights of others. It is expected that each student will comply with the established, well-defined school rules and regulations. If a student who does not conduct HIMSELF/HERSELF according to the school rules and regulations, stated disciplinary action, other than corporal punishment, will be taken. If a student violates a law, the police department will be notified of the illegal action. Below, in brief form is the list of unacceptable behaviors and the usual, but not limited to, consequences to be taken as a result of these infractions.

	BEHAVIOR	CONSEQUENCES
Affection	Display of affection other than hand holding is not permitted.	Student conference and/or call parent.
Alcohol	Having possession of or being under the influence of intoxicating beverages in the building, on school property, school buses or at any school sponsored activity.	Parent Conference and ten day suspension (see Controlled Substance). +
Arson	Arson or attempted arson.	Suspension-possible expulsion. +
Bomb Threat	Transmitting a bomb threat.	Suspension-possible expulsion. +
Burglary	Burglary, robbery, theft.	Suspension-possible expulsion. +
Bus Behavior	Infraction of bus regulations.	Referral to dean, parent contact, and/or loss of bus privileges.
Cafeteria Behavior	Littering, leaving trays or other refuse, loitering, throwing things, and/or inappropriate behavior in or about the cafeteria and halls. Access to lunch/ cafeteria is not guaranteed.	Suspension from school or study hall assignment with no lunch - if behavior continues, longer suspension, or longer period in study hall or both.
Class Behavior	Inappropriate class behavior or disruption of the educational system is prohibited	Student conference and possible referral to dean, class suspension (unexcused), parent contact. and withdrawal from class.
Controlled Substance	Use of or possession of a controlled substance or possession of controlled substance paraphernalia, including drug related jewelry.	Parent Conference - ten day suspension and/or recommend expulsion to the Board. Suspension may be reduced or expulsion not recommended if parents and student agree to attend chemical alternative program.*+
Disrespect	Disrespect toward any employee or student of the school is not to be tolerated.	Loss of non-class time and/or suspension and/or parent conference.
Dress	A student must dress appropriately for school. (See Dress Code)	Student conference and/or parent contact and/or student sent home to change.
Drug Sales	Trafficking, aiding, abetting, concealing, assisting in narcotics, drugs and/or a controlled substance, use of same possession, distribution of same or look alike substances on school property, buses or activities is prohibited.	Parent conference - suspension and/or recommend expulsion to the Board. A chemical alternative to suspension or expulsion could be recommended. +
Extortion	Extortion and/or intimidation.	Suspension until parent conference - possible

False Fire Alarm	Transmitting a false report of a fire and/or breaking a fire alarm glass cover.	Suspension - possible expulsion. +
Food Consumption	The building and campus will be kept clean and neat. Food is only permitted in the cafeteria.	Possible loss of lunch period, cafeteria study, and/or privilege to come early or stay late.
Fighting	Fighting or assault (student or any district employee).	Suspension - possible expulsion. +
Gambling	Gambling of any kind.	Suspension - possible expulsion. +
Gang or Cult	Recruitment for gang/cult membership: possession, display or use of gang/cult emblems, symbols, language, etc.	Confiscation of item(s) and parent conference. Continued violations may result in suspension. and or expulsion. +
Halls	Restricted hallways - Industrial Arts. Science/Art second/third floors and P.E./Music/Track areas are restricted unless a student has a pass. The cafeteria is the available place to wait for the bell. A student is not to stand, wait, or loiter any other place.	Possible loss of non-class time and/or the privilege to come early or stay late.
I.D. Cards	**A student must carry an I.D. card at all times and present it at the request of staff members.**	Warning and/or parent call. If continued, suspension until I.D. is obtained.
Leaving Campus	A student shall not leave campus during the school day without permission of the deans. A student may walk home for lunch if a letter from the parents is on file with the deans. A student is not to go beyond the gates at the S.E. corner of the tennis courts unless coming or going to school or home to lunch.	Suspension from school or study hall assignment with no lunch - if behavior continues, longer suspension, or longer period in study hall, or both.
Obscene Language	Use of obscene language will not be tolerated.	Loss of non-class time and/or parent conference.
Parking/Parking Lot	The student parking lot is available to a student with a valid sticker. (Temporary stickers available in Deans' Office) A student must abide by all rules and regulations. A student is not to be in the parking lot during his school day. (See student driving)	Loss of sticker and/or towing the vehicle at owner's expense. Stickers may be removed for poor attendance and /or behavior.
Radios/Beepers/ Tape Recorders	Tape recorders, noise makers, T.V.'s etc. are not permitted on campus. Radios (walkman) with headphones are permitted. but not to be used in the classrooms.	Item kept in Dean's office, possible parent contact and/or suspension.
Smoking	Possession of tobacco in any form, use or attempting to use is not allowed on or near school property, school buses or school activities.	First offence - one day suspension or attend alternative to suspension program* or five days study hall during lunch hour. Application of Village smoking ordinance. Continued offenses - Five day suspension.
Study Hall Attendance	A student unexcused from assigned study hall.	Student contact and parent contact. Suspension until parent conference.
Tardiness (to classes)	Tardiness - students must be in their assigned seats or work area when the bell rings.	Teacher detention and/or parent contact and/or note signed by parent. Excessive tardy - referred to deans - possible withdrawal from class.
Tardiness (Loitering)	Students are not to be in restricted hallways after any tardy bell.	Possible loss of lunch or unscheduled time and/or suspension.
Trespass (student)	Students will not trespass or litter any property adjoining or near the school or be abusive in anyway to owners of these properties.	Parent contact and/or suspension. +
Vandalism	Vandalism of any kind to any part of the building, equipment, grounds or buses will not be tolerated.	Pay damages and/or suspension. +
Weapons - Fireworks	Possession of weapons and/or explosives including firecrackers. smoke capsules and or odor devices.	Suspension until parent conference - possible expulsion. +

+ These violations may be referred to authorities for legal action.

*** Chemical and Smoking Programs**

To provide a positive alternative to suspension due to drug, alcohol, and smoking violations Addison Trail High School, in cooperation with GlenOaks Medical Center, has developed educational programs for parents and students. These programs focus on assessment and education. Their intent is to provide both the parent and student with information regarding the health risks involved with these substances and to offer assistance in breaking habits associated with them. These are not treatment programs; rather, they are designed to be positive alternatives to students missing educational opportunities. The school views these programs as a positive alternative to students missing educational opportunities. Additional information about these programs may be obtained in the Deans' Office.

January 24, 1990

To: N. Sturm; D. Grossnickle; J. Mortier
B. Panagiotaros; D. Duval

From: Don Layne

Re: Drug Testing Procedures

The following will be the method we will use if and when we take a suspect for drug testing to Glen Oaks Medical Center.

1. Verbal position from the student **and** from the parent is required. Make sure you record the date and time that permission was given.

2. Call the Star Center (Glen Oaks Medical Center) 858-9700 3285, Dr. Robert Rosecrans. Identify yourself as an administrator of Addison Trail High School, and tell him that you are transporting a student for drug test.

3. Take another staff member with you, you could use the outside officer or one of the deans, or really even a monitor, just so you have another adult. Drive out to Glen Oaks Medical Center, go in the front door, tell them you have an appointment in the Star Center which is on the second floor, walk past the desk to the elevator, go up to the second floor Star Center, and at that point in time they will take the student. Wait until the test is completed. There will not be a large volume of paperwork involved with this, they will need the student's name, rank, and serial number - basically they will take him in, he will give them a urine specimen and you could leave with the student coming back to the school. The whole process should not take you over 15 minutes at the hospital.

If there are any questions about the process, or if you have any ideas or suggestions, let me know. If the case involves any student i.e., special education, the test question is does the handicapping condition affect or impact the possible use of drugs. Example would be that a behavior disordered student is bright enough to know what they are doing, if they do have drugs, then that student would be dealt with like any other regular student. If the student is mentally handicapped, it could have a different bearing, and that student may have to be dealt with as a special education student in a different manner.

hg

DATE: _____

I give my permission for my son to be tested for drugs.

_____
Parent or Guardian

hg

ADDISON TRAIL HIGH SCHOOL
Training Rules
Adopted June 1988

NAME _____

SR. JR. SOPH. FR. (Circle One)

SPORT _____

Please Note: This form must be on file in the Athletic Office before a student may participate in the Athletic Program. Be sure that all signatures are obtained.

The following training rules have been adopted by the Addison Trail High School Athletic Council for all athletic squads. Training rules are enforceable 365 days a year--in and out of the sport season. An athlete will follow all training rules from the time he or she signs the training rule form until graduation. These rules are applicable regardless of whether a student is competing during a sport or not.

Coaches are obligated to enforce these rules for all athletes. Coaches realize the importance of training muscles and nerves in perfecting a sport-related skill and the negative effect that drugs have on this process. Head coaches and the athletic director will work with any athlete that requests assistance with an abuse problem

Students who are members of our athletic squads shall not:

Smoke, chew or possess tobacco substances.

Consume or possess alcoholic beverages.

Traffic in or aid or abet in the traffic of narcotics, drugs and/or a controlled substances, or look-alike substances.

Use, conceal or possess narcotics, drugs and/or a controlled substance, or look-alike substances.

Steal or vandalize personal or school property, including the property of those schools with whom we compete.

Violate rules of the Student Behavior Policy as stated in the current edition of the Blazer Handbook for Students and Parents.

I. Any athlete who presents himself to the Head Coach or Director of Athletics as having a substance abuse problem will retain full practice and playing privileges as long as the following conditions, as deemed applicable by the Athletic Director are met.

1. The admission of the said abuse is initiated by the athlete and the admission is not made as a means of escaping disciplinary action which may result from the athlete being exposed as a user of tobacco, alcohol or drugs.
2. The athlete and parents are referred to and receive counseling at a recommended treatment center.
3. The athlete and parent satisfactorily complete such recommended counseling treatment as determined by the treatment personnel and school officials.
4. The athlete does not break the training rules after he first admits the abuse.
5. The athlete makes full restitution for damages and repairs.

If the above requirements are not satisfied, the athlete will be ineligible for the equivalent of one (1) sports season. (See V.)

II. An athlete who breaks training rules and does not initiate admission of the infraction, may retain partial eligibility if he/she fulfills the following conditions, as deemed applicable by the Athletic Director.

1. The athlete and parents receive counseling at a recommended treatment center and;
2. The athlete and parents satisfactorily complete such recommended counseling treatment, satisfactorily completion to be determined by treatment personnel and school officials.
3. The athlete and parents shall make full restitution for damages and repairs.

If requirements 1, 2 or 3 are satisfied, the athlete would be ineligible for the equivalent of one third of the sports season. If the above requirements are not satisfied, the athlete would be ineligible for the equivalent of one (1) sports season. (See V.)

III. Any athlete breaking training rules for a second time will be ineligible for the equivalent of one (1) sports season. (See V.)

IV. Any athlete breaking training rules for a third time will forfeit all athletic eligibility for the remainder of he or her high school career.

V. A sport season is the next scheduled sport in which a senior or junior athlete has participated in the previous year. A sports season is equal to the number of contests an individual is eligible to participate in during the season (as set forth by the IHSA). The number of contests shall not include state play-off series or competitions. If an athlete breaks the training rule out of season, he or she will be ineligible for the next sports season in which he or she competed the previous year or has evidenced intent to compete in for the current year. A one (1) season penalty will include the contests remaining in the sports season in which the infraction occurs. Those contests missed will be used to compute a percentage of a total season, the remaining percentage of a complete sports season will be assessed to the next regular sports season as defined in this section.

VI. Any athlete who demonstrates inappropriate behavior, inappropriate behavior to be determined in the judgement of school officials, which is not conducive to the spirit of sportsmanship and good citizenship shall be subject to disciplinary action. Such disciplinary action for conduct unbecoming of an athlete, may be the sole discretion of school officials, be ineligible for one third of a season, one (1) full season or the forfeit of all athletic eligibility for the balance of the student's high school career.

_____ _____
(Signature of Parent or Guardian) (Date)

_____ _____
(Signature of Student) (Date)

PLEASE COMPLETE BOTH SIDES

BEST COPY AVAILABLE

I.H.S.A. Requirements

Participation in Illinois High School Association activities (athletics, music, drama, speech and debate):

1. Effective July 1, 1984, with the start of the fall semester 1984-85, a student must be enrolled in four academic classes plus physical education to be eligible.
2. Must be passing four academic classes weekly and each semester to be eligible.

N.C.A.A. Requirements

National College Athletic Association scholarship requirements, starting with the 1996 graduating class:

1. 2.0 average in core curriculum of at least 11 academic full year courses, including:

   Minimum - 3 years English
   2 years Math
   2 years social science
   2 years natural/physical science (1 lab)

   Plus - 2 additional years from courses in English, math, social science, natural or physical science, foreign language, computer science.

2. 700 S.A.T. (verbal and math) and/or 15 A.C.T.

(Signature of Parent or Guardian) (Date)

(Signature of Student) (Date)

WAIVER OF INSURANCE

The undersigned, being a student desirous of participating in interscholastic activities, and his parents or legal guardians are aware that School District #88 has contracted with Student Plans, Inc., and that the latter has agreed to provide insurance programs and benefits as classified--At School Plan, 24-hour Coverage, or Football only--with premiums payable by the parent. We are aware that School District #88 recommends that each student participating in interscholastic activities secure insurance coverage under one of these plans, and that the School District limits participation in those activities to those who have either secured insurance or executed a waiver form of this type.

No statements contrary to those contained herin relating to insurance coverage have been made to any of the undersigned.

We hereby state that we do not wish to secure the above mentioned insurance. In so doing, we realize that the undersigned student will not benefit from any existing school district insurance while participating in interscholastic activities. We further realize that we must secure our own hospitalization and medical coverage insurance if we desire such protection.

Insurance - School Coverage

Football Only.....$35.00
Schooltime.....$12.00
24 Hour.....$38.00

(Signature of both parents or legal guardians)

(Signature) (Date)

(Signature) (Date)

(Signature of Student) (Date)

HOLD HARMLESS AGREEMENT

I (we) the undersigned, understand and agree that:

1. I (we) have been made aware of the insurance program available to us.
2. The School District does not provide coverage.
3. I (we) agree to hold harmless the School District, its Board members, officers and staff from any illness or injury, etc., occurring as a result of participation in the District's interscholastic athletic program.

(Signature of Parent/Guardian) (Date)

(Signature of Parent/Guardian) (Date)

PARENT CONSENT (Athletics)

I hereby give consent for _____ to have the privilege of participating in the Addison Trail Interscholastic Athletic Program during the school year of 19 _____-19 _____ except as noted below. To the best of my knowledge, he/she has no physical condition that would cause his/her to be endangered by such participation. It is understood that the School District assumes no financial responsibility for accidents. My son/daughter will be responsible for all equipment issued to him/her.

(Signature of Parent/Guardian) (Date)

(Signature of Parent/Guardian) (Date)

BEST COPY AVAILABLE

PLEASE COMPLETE BOTH SIDES